

Tuning Checklist:

Programme design

<i>Items</i>	<i>Key questions</i>
Degree profile	<ul style="list-style-type: none"> • Has the need for and the potential of the (new) degree programme been established comprehensively fully and clearly? • Does it aim to satisfy established or new professional and/or social demands? • Was there a consultation with stakeholders? Did they identify the need for the degree programme? • Was the approach used for the consultation adequate? Were the groups selected the relevant ones for the degree programme considered? • Are the definition of the profile, the identification of the target groups to be addressed and its place in the national and international setting clear? • Is there convincing evidence that the profile will be recognized in terms of future employment? Is it related to a specific professional or social context? • Is this profile academically challenging for staff and students? • Is there awareness of the educational context in which the programme is offered?
Learning outcomes	<ul style="list-style-type: none"> • Have clear and adequate learning outcomes been identified at the level of the programme as a whole and of each of its components? • Will they result in the profile identified? Are they adequately distributed over the various parts of the programme? • Is the progression and coherence of the programme and its units sufficiently guaranteed? • Are the learning outcomes formulated in terms of subject-specific and generic competences covering knowledge, understanding, skills, abilities and values? • What guarantee is there that the learning outcomes will be recognized and understood within and outside Europe?
Competences	<ul style="list-style-type: none"> • Are the competences to be obtained by the student clearly identified and formulated, both subject-specific and generic? • Is the level of the competences to be obtained appropriate for this specific degree programme?

	<ul style="list-style-type: none"> • Are the competences to be gained expressed in such a way that they can actually be measured? • Is progression guaranteed in the development of the competences? • Can the competences obtained be assessed adequately? Is the methodology of assessment of the competences clearly specified and suitable for the expressed learning outcomes? • Are the approaches chosen for learning and teaching the competences clearly specified? What evidence is there to assure that the results will be reached? • Are the approaches chosen sufficiently varied and innovative / creative? • Are the competences identified comparable and compatible with the European reference points relative to the subject area? (if applicable)
Level	<ul style="list-style-type: none"> • Has the entrance level of potential students been taken into consideration when identifying their learning needs? • Does the level of learning outcomes and competences correspond to the level(s) of the degree (cycle) foreseen in the European and National Qualification Framework? • If sublevels are included, are these described in terms of learning outcomes expressed in competences? • Are levels described in terms of: <ul style="list-style-type: none"> - acquiring knowledge, understanding, skills and abilities - applying knowledge, understanding, skills and abilities in practice - making informed judgments and choices - communicating knowledge and understanding - capacities to continue learning
Credits and Workload	<ul style="list-style-type: none"> • Is the degree programme ECTS based? Is it in alignment with the ECTS key features? • Have credits been allocated to the programme? How is the adequacy of this allocation guaranteed? • How are credits related to the learning outcomes of this programme? • How is the correlation between workload and credit allocation checked? • How is a balanced student workload guaranteed during each learning period in terms of learning, teaching and assessment activities? • What mechanisms are used for revision of credit allocation and learning, teaching and assessment activities? How are the students involved in this process? • Is information on the programme (modules and/or course units) presented as described in the ECTS Users' Guide? • How is student mobility facilitated in the programme? • How are students advised about mobility? • How are the key documents of ECTS used for mobility? • Who is responsible for recognition and which are the procedures used?

Resources	<ul style="list-style-type: none"> • How is the formal acceptance of the programme and the resources required to deliver it, guaranteed? • Is the staffing (academic and supporting staff and workplace supervisors) for delivering the programme guaranteed? Does the programme require the use of teaching staff from outside the department/institution? • Is staff development foreseen in terms of (new) approaches to learning, teaching and assessment? • How are the necessary structural, financial and technical means (class rooms, equipment, health and safety procedures etc.) guaranteed? <p>In the case of workplace learning/placements, are there sufficient and suitable placements guaranteed?</p>
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Programme delivery, maintenance and evaluation

Monitoring	<ul style="list-style-type: none"> • How is the quality of delivery of the programme and its components monitored? • How is staff quality and motivation for the delivery of the programme monitored? • Are there systems in place to evaluate the quality of the learning environment in workplace learning/placements? • Is the quality of class rooms and the equipment (including workplace environments) required to deliver the programme sufficient? • How is the entrance level of potential students monitored? • How is student performance monitored in terms of quality of learning outcomes to be obtained / competences to be achieved and time required to complete the programme and its components? • In what way is the employability of graduates monitored? • How is the alumni database organized? • Are data collected on the graduates' satisfaction with the programme?
Updating	<ul style="list-style-type: none"> • How is the system for updating / revision of the degree programme organized? • In what way can changes related to external developments in society be incorporated in the programme? • How is staff development related to programme updating organized and guaranteed?
Sustainability and responsibility	<ul style="list-style-type: none"> • How is the sustainability of the programme guaranteed? • How is it guaranteed that the relevant bodies take responsibility for sustaining and updating of the programme?
Organisation and Information	<ul style="list-style-type: none"> • How is the updating of information regarding the degree programme organized and guaranteed? • How is the adequacy of the system of student support, advising and tutoring ensured? • Is a Diploma Supplement issued to the students automatically and without charge in a widely spoken European language?